DOCUMENT RESUME

ED 095 140 SP 008 318

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TITLE Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.12 Major Methods and Techniques. Teacher Corps Bilingual Project.
INSTITUTION Hartford Univ., West Hartford, Conn. Coll. of Education.
NOTE 10p.; For related documents, see SP 008 306-317 and 319-321

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *English (Second Language); Instructional Materials; *Performance Based Teacher Education; Second Language Learning; Teacher Education; *Teaching Methods; Teaching Techniques
IDENTIFIERS *Learning Modules

ABSTRACT

This learning module is designed to provide the prospective teacher of English as a second language with an overview of the major methods and techniques used in ESL in the past and those in current use. The objectives of the module are to enable the student to: (a) define "method"; (b) compare and contrast the various features of the grammar-translation, direct, series, audio-lingual, and programmed instruction methods; and (c) analyze written material in terms of the author's reliance on a particular method. The selection of enabling activities includes readings, discussions, exercises in the analysis of materials, and the designing of lessons. Pre- and post-assessment instruments are included in the module. (HMD)

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UNIVERSITY OF HARTFORD
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MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

TTP 001.12 MAJOR METHODS AND TECHNIQUES

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SP005 318

COLLEGE OF EDUCATION
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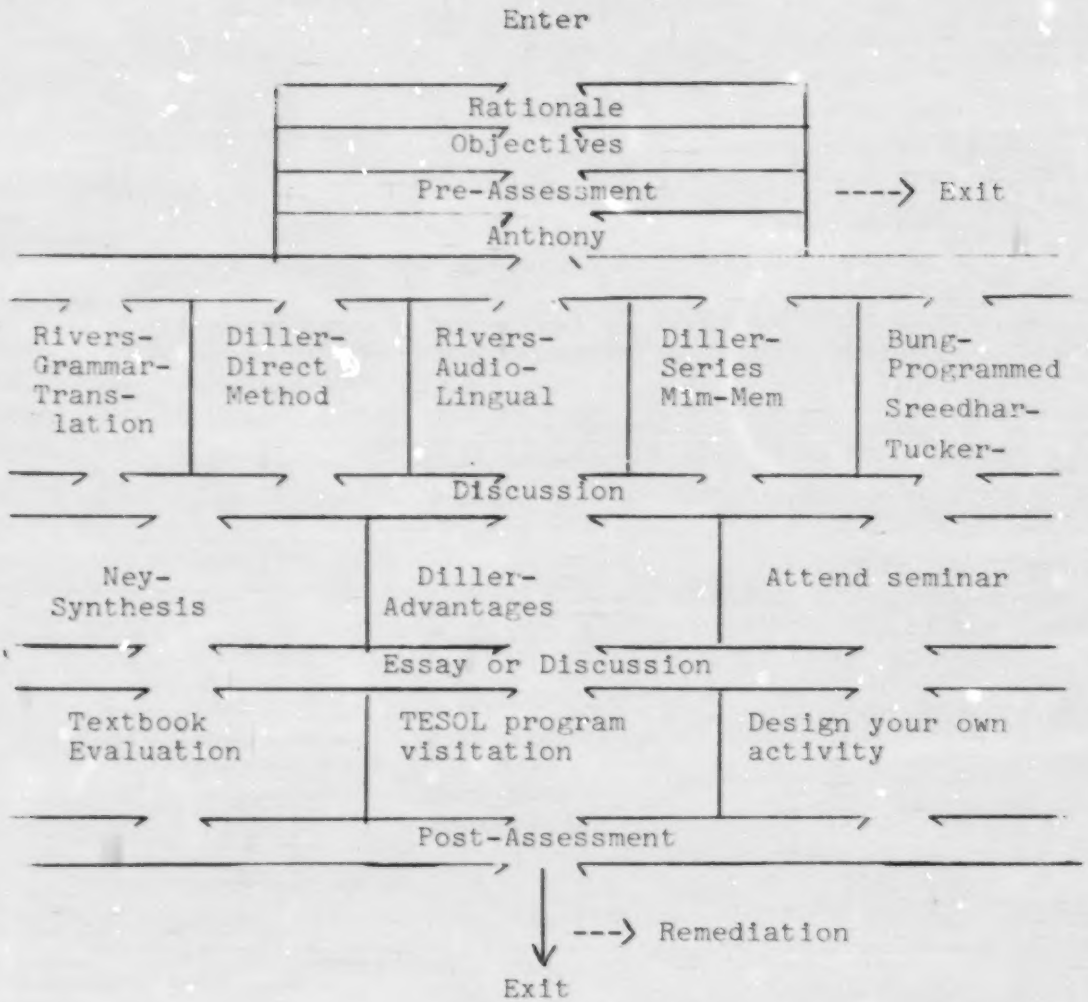
MAJOR SECOND-LANGUAGE
TEACHING METHODS



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RATIONALE

The methods of second-language teaching that have been used in the past have reflected the conception of language of the times and have often been at variance with one another. The present status of ESL methodology has largely been determined by current behaviorist and cognitive theories and recent linguistic findings of structural and transformational grammarians.

Although each teacher must, in the final analysis, create his own method of teaching, his/her decision should be based on a firm understanding of the underlying methodological principles of language learning as evidenced in the accumulated data of "twenty-five centuries of language teaching."[1] This unit of work will provide the participant with an overview of past ESL methods and those in current use.

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[1] L.G. Kelly, 25 Centuries of Language Teaching (Rowley, Mass: Newbury House Publishers, Inc., 1969).

OBJECTIVES

Given a series of learning activities on major ESL methods, the participant will be able to:

- -define "method".
- -compare/contrast the various features of the following methods:
  - -Grammar-translation Method
  - -Direct Method
  - -Series Method
  - -Audio-lingual Method
  - -Programmed Instruction
- -analyze written material in terms of the author's reliance on a particular method.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following questions according to the directions noted in each:

I. Define the term "method" in a short essay.

II. Prepare a chart or a paper comparing/contrasting the various features of the following methods:

A. Grammar-translation method

B. Direct method

C. Series method

D. Audio-lingual method

E. Programmed instruction

III. Prepare an essay analyzing three textbooks in terms of each author's reliance on a particular method or combination of methods.

I. Learning Alternatives:

A. Read:

Edward M. Anthony, "Approach, Method, and Technique," in Allen and Campbell, Teaching English as a Second Language: A Book of Readings (New York: McGraw-Hill Book Co., 1972), pp. 4-8.

Activity: Discuss the importance of Anthony's three-way distinction in teacher evaluation.

B. Select one of the following:

1. Read:

Wilga M. Rivers, "The Grammar-Translation Method," in Teaching Foreign Language Skills (Chicago: The University of Chicago Press, 1968), pp. 14-18.

Activity: Evaluate the aims of the grammar-translation method in terms of your own objectives as a language teacher.

2. Read:

Karl C. Diller, "The Direct Method of Berlitz and de Sauze," in Generative Grammar, Structural linguistics, and Language Teaching (Rowley, Mass: Newbury House Publishers, 1971), pp. 67-80.

Activity: Consider the demands placed on the teacher using the direct method.

3. Read:

Wilga M. Rivers, "The Audio-Lingual Method," in Teaching Foreign Language Skills (Chicago: The University of Chicago Press, 1968), pp. 32-35

Activity: Explain how the audio-lingual method applies modern linguistic concepts to second-language teaching.

4. Read:

Karl C. Diller, "Francois Gouin and the Series Method," and "Mimicry-Memorization and Pattern Drill" in

Generative Grammar, Structural Linguistics, and Language Teaching (Rowley, Mass: Newbury House Publishers, Inc., 1971), pp. 39-66.

Activity: Compare/contrast the similarities and differences between these two methods.

5. Klaus Bung, "Programmed Language Teaching and Its Implications for Teacher Training," in Robert C. Lugton, ed. Preparing the E.F.L. Teacher: A Projection for the '70's (Philadelphia: The Center for Curriculum Development, Inc., 1970), pp. 119-171.

or

C. Allen Tucker, "Programmed Diction: An Example of the P.I. Process in the Classroom," TESOL Quarterly VI (March, 1972), 61-70.

or

M.V. Sreedhar, "Perspectives in Programming Language Courses in India," in Robert Lugton, ed., English as a Second Language: Current Issues (Philadelphia: The Center for Curriculum Development, Inc., 1970) pp. 135-154.

Activity: Restate the implications programmed language teaching has for teacher training.

C. Discuss the relative merits of the various methods with your module coordinator and/or peers.

D. Select one of the following:

1. Read:

James W. Ney, "Towards a Synthetization of Teaching Methodologies for TESOL," TESOL Quarterly VII (March, 1973), 3-11

Activity: Evaluate Ney's recommendations for synthesizing the audio-lingual approach and the cognitive code theory of language learning.

2. Read:

   Karl C. Diller, "The Advantages of Three Methods," in Generative Grammar, Structural Linguistics and Language Teaching (Rowley, Mass: Newbury House Publishers, Inc., 1971), pp. 99-106.

3. Attend a seminar as scheduled by your module coordinator.

E. Prepare an essay or attend a discussion on the synthesis of methods for the E.S.L. classroom.

F. Select one of the following:

1. Activity: Analyze three of the following textbooks in terms of each author's reliance on a particular method or combination of methods.

   a. American English Series: English as a Second Language. Lexington: D.C.Heath and Company, 1969.

   b. Pronunciation Exercises in English in Dixon English Series. New York: Simon and Schuster, 1963.

   c. Mastering American English in Saxon Series in English as a Second Language. New York: McGraw-Hill Book Co., 1956.

   d. English: Your New Language. Morristown: Silver Burdett Co., 1966.

   e. Michigan Oral Language Series. Lansing: Michigan Department of Education, 1970.

2. Activity: Visit a local TESOL program. Analyze the different methods used in teaching English as a second language. Discuss your findings with your module coordinator.

3. Design your own learning activity.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

I. Define the term "method" in a short essay.

II. Prepare a chart or a paper comparing/contrasting the various features of the following methods:

A. Grammar-translation method

B. Direct method

C. Series method

D. Audio-lingual method

E. Programmed instruction

III. Prepare an essay analyzing three textbooks in terms of each author's reliance on a particular method or combination of methods.

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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1. Allen, Harold B. and Russell N. Campbell. Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill Book Co., 1972.

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7. Tucker, C. Allen, "Programmed Diction: An Example of the P.I. in the Classroom," TESOL Quarterly VI (March, 1972).